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Winter Symposium

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Table Discussion Notes - Harmonizing Education for Local Concerns with Global Issues

Portland State University

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Winter Symposium 2016 - What Does It Mean to be Educated in the 21st Century?

Wednesday, January 20

8:30 a.m. to 3:30 p.m.

Ballroom, Smith Memorial Student Union

Table Discussion Notes - Harmonizing Education for Local Concerns with Global Issues

- “Ethnics” is culturally based
 - sometimes irreconcilable differences
- Piracy (of music, books, films) benefits the society (at cost to some individuals)
 - (Who “wins”?)
- How to recognize (ie. value) teamwork? (Business usually only rewards individuals.)
- Most local concerns are connected to global issues
- What are the local effects of global problems?
- Develop empathy with local context issues in other regions
- Teach between discourse and actual practice (discussion and publication)
 - Example: Academics require sources to be cited, but politicians, business people, etc. make it look like your original idea.

- Instructors take where student comes from? - “Cultural humility”
- Building classroom collective consciousness
- centering social justice

- Global Issues - other languages and cultures
- domestic and Global companies - most domestic companies are in fact global
- Let knowledge serve the city - balance between local and international
- even local businesses have to interact with other nations
- Bring international alumni to talk about experience in class
- 2 candidates with same qualification
 - candidate with additional language getting job
- Language shows aptitude
- Focus on minor program on languages
 - Becoming more and more important
- Local businesses (Nike and Adidas) with huge global reach and market
- Value of bilingualism and fostering home/heritage language
- Reach into resources of diverse population of students
- International students prefer to stay in their groups - not confident enough
- Value of bundling a major with a minor in foreign languages

- Employees are looking for multilingual employees
- Students schedules are so full
- Value of Study abroad
- Language and culture is not only important for humanities. Business relies on that, engineering etc.
- Languages have to be highlighted from freshman year
- Business and accounting requirement for any major so they can run their finances
- Intercultural skills set: linguistics, social skills, knowledge awareness - the stuff you need to do this is an Intercultural mindset
- Intercultural Mindset: Being aware of own culture; willingness to engage with other cultures, curious and willing to be uncomfortable
- According to cognitive neuroscience research: Negotiation [Something has to be at stake]
 - Argues for experience vs education
- How do we scaffold classroom experiences to get at that
- work abroad trumps study abroad
- *service learning and make it practical
- Need paradigm shift that study/work abroad shouldn't be privileged but an expectation, option for everyone
- Need to push for more study abroad awareness
 - What are the barriers? Failure of public education
- Address American monolingual arrogance
- System
- we are at a critical moment
- Faculty role model - advising and supporting going abroad - need to address the \$ barriers/concerns, financing
- Need to address and value local public education system
- cultural informants - classroom technique
- Look at common needs between international and american (local) students
- Look for/develop innovative instructional models to foster relationships and engaging
 - Idea of students as partners (local and international)
- Teachers need to play constructive role in developing good group experiences
- Be real and explicit about what's at stake for students if they don't do/try/figure out group work across differences
- Online module Awareness of diversity and Ethics
- Global Training goes both ways
- beyond certification in class team assignments tensions in class between different ethnic groups - teacher's job to break tension - lifelong friendships

- Definitional issues and understanding of values + ethnic related to globalization are needed
- Note: It's not just about having more international students Need more
 - Platforms for interaction
 - support for both domestic and international students to push past comfort zones to truly interact (+ feel safe)
- Application
- Cultural sophistication of our students Focus on this in the classroom, students report they don't think we do well on designing a curriculum to include, to welcome, to learn
 - How to elevate the conversation in the classroom. We need help mentorship from those who do well in this
- What does intercultural competence look like?
 - We prefer the term cultural humility
 - "competency" means knowing we don't know
 - draw on the conversations elevated recently by students for a previous symposium by Tia (Student from ASPSU)
- Do we do enough in the liberal arts to encourage students to appreciate the contribution of cultures outside the western/european?
 - UCC is doing this
 - History
 - Art
- Opportunities to travel and learn
- Students can use financial aid to support travel but students with other obligations and constraints cannot do this. its elitist (lots of affordable options)
- Deliberately tapping the rich diversity here already
- "coffees" and other voluntary opportunities depend on student initiative
- do we require this? structure it in as a goal?
- How to structure it in?
 - Has to happen in the classroom, for most to take advantage of it
 - "requiring" other kinds of social connections most likely won't work
 - quality education requires a relationship between instructor and students. Having more international faculty offers more opportunity for that
 - create space... like today... we appreciate today
- Faculty need to get informed about student's psychological background in extreme situations
- International Competence
 - ability to work with international teams
 - sensitive to diverse customs and more
 - awareness and knowledge and innovations around the world
 - appreciation for technologies and understandings of non-industrial contexts and problems

- aware of international career opportunities and how to prepare for it
 - Willingness to take advantage of international experience opportunities
 - Willingness to seek out interaction with international experience/opportunities available in Portland
- How to achieve with examples from PSU
 - Bring international conferences to Portland with student volunteers ex. PICMET
 - Short term international student projects (ex. Engineers without Borders)
 - Connect with international universities
- It's part of our mission and vision at PSU. Where do you put the emphasis?
- What do we mean when we say "globally competent"
 - You can know French but know very little about french culture
 - 1 year language and 1 term overseas?
- How do we cultivate global interactions? Interactions with people from other countries.
- **We don't offer enough study abroad opportunities!!**
 - Integrated better - more funding. Fit into major.
- Nationwide language barriers
- Does anyone ever say "I am globally competent?" Not finite.
- Use "cultural" instead of "global"
- Support the international film festival!!!
 - Find different ways to provide thought.
 - Build class around festival?
- Bring more diverse scholars to university. Challenge = Portland is not very diverse. Difficult to recruit. And they don't stay. Build the community. Connect faculty to community.
- Difficult topics to discuss. How can we talk about issues without offending people? Create safe space?
- Universities **should** be a place to cultivate open discourse. We're at a crossroad
- GET AN INTERNATIONAL PUBLIC SCHOLAR TO SPEAK AT LEAST 1X PER YEAR.
- Provide examples of different places and cultures. see ourselves through others.
- Globalization social justice power differences
- study abroad experiences can provide a broader understanding of social/economic issues.
- More faculty led study abroad
- Build it into curriculum - require students to learn about other cultures
- learning how to apply knowledge to other cultures is important
- how does islapgonoa effect our students on campus?
- How do we learn to reach out to different cultural groups even in our own community
- Have international students participate in the education of our domestic students finding ways to interact.
- Socializing opportunities can help reduce prejudice and discrimination we should prove more opportunities for social interaction

- we should build this into classes because our students may not have time
- beware of tokenism but still need to have “cultural awareness”
- Current overhaul of first-hand experience is an opportunity to revise curriculum
- Add International components to existing majors
- we need an international dorm! Programming
- Combine curriculum with extra-curriculum opportunities
- Intercultural competence doesn't have to be international but considering other cultural perspectives
- Social Justice, colonial history, the consumption we do and the impacts on their societies
- study interaction between cultures
- better understand the origin of stereotypes what and whose purpose is being served by stereotypes
- Increase opportunities for students to study abroad or do international work here in Portland
- Keywords:
 - Sustainability
 - global change
 - connection local - global
- Connect global issues to local concerns
 - Example: energy sustainability, nuclear power etc.
 - (some) students may be caught in their own compartments... relates back to panel #1 about breathe of knowledge
 - students discovery of their own culture ... what do they know about their own identities background?
 - Working with international students: takes a long
- Curriculum:
 - Language requirements?
- Competencies?
- (some) languages have privilege? esp. English becomes an issue of Justice etc. as global citizenship
- How to make the case: These competencies (e.s. language) will work for you
- Position as urban west coast: We can (ought!) to be a LEADER on this issue our (PDX!) local is the (global!)
- Cultural competency
 - faculty
 - student
 - faculty to student(s)
 - student(s) to student(s)
- Cultural Awareness and Humility
- Going abroad
 - Working
 - studying

- Experience for everyone
- Multilingualism
 - language education
 - Language dominance (English)
 - Cultural awareness
- “Culturalize” the curriculum
 - Group work across difference
 - Tension on class across difference
- Fostering social interactions with international students
 - Student to student
 - faculty to student
- Institution funding for this work
- “The Scott Walker Treat”
- Need for a job
- Complexity of thought
 - Students entering with set of expectations
- Students outcomes
 - Finding voice
 - Finding a career
 - Developing resilience
 - Finding a place
- What is learning/teaching about?
 - Dialogue
 - Deliberative Democracy
 - Giving Voice/Enabling Participation (eg. People with disabilities)
 - University honoring experience, discovery, room to fail
 - Faculty need to know how to engage
 - changing institution
- Accountability
 - Leveraging the International experience of what is already here on campus
 - Include international experience on degree maps for seamless understanding of outcomes
 - Integrate with curriculum so students understand affordability, integration with major
 - Help depts understand what global competency means, institutional statement of support and resource allocation
 - Create internship program with local NGO’s
- Intercultural “humility” competency
 - How do we get there?
 - FUNDING! Lack of Institutional support
 - When do we become “competent”

- Ambiguity, translation to international contexts
 - back up strategic goals with \$
- Addressing problems with multicultural lens
- How actions impact other communities (Self awareness)
- Understanding privilege
- Acknowledge own biases, impact on culture
- Celebrate International scholars, engage in classroom
- PDX scholar
- Integrating concepts:
 - Cultural Humility: Respect differences, recognize values and attitudes, overcome fears, local vs regional
 - Global issues: international \$ competition; geographic differences
- Fostering interactions - internships, study abroad, sharing cultural perspectives
- Barriers: Language; **Policies**; inflexible structures; systems
- exposing students to diverse values
- How do professors model behavior that demonstrates awareness appreciate and celebrate local differences reflected globally
- As faculty we have to critically examine the limitations of our own perspective
- In designing our pedagogy we need to
 - value the potential contributions of our international and immigrant students
 - enable contributions by recognizing the obstacles these students face in fully participating
 - provide avenues of contributions that allow online and or structured discussions
 - educate students in listening skills, suspension of judgement recognition of cultural dominance. Decolonizing
 - How to harmonize the global and the local
 - Incorporate global/intercultural/equity issue, across a broad range of classes in meaningful ways recognizing that relevance will enhance student engagement with subjects (this is not a burden it can be a plus-plus if done thoughtfully)
 - Remove obstacles, create incentives and opportunities for collaboration across disciplines in curriculum design.
- Connecting with others
- physical activity
- diet
- If we start from a deficit model we aren't preventing the issues from developing... Wellness is an asset model as opposed to a deficit model
- The academic model of objectivity draws us away from student/faculty/staff/person-centered learning. If we address our students as people, we activate agency

- we will become equitable and inclusive when we care for/about each other - and wellness will develop naturally from that
- Hold ourselves accountable
 - Get a better understanding of our competencies
 - call out the experts and hold accountable
- Ensure students are exposed to diverse scholarly
 - Promote the work being done
 - bring other perspectives into the classroom
 - bring/hire more diverse faculty. Then retain those good hires
- Intercultural competence...
 - Climate surveys helpful, but don't get to level we need. Change course evals to be more inclusive
- Celebrating what has been accomplished
- core skill
- latino and faculty over future
- dive into unfamiliar culture at home
- Occasional presentation how same issue is handled on other continents
- Everything abroad valuable
- Data versus Naiv data use
- is Portland really so global?